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PRELIMINARY REPORT OF THE COMMITTEE ON PATRIOTIC SERVICE

This committee has been organized as follows:

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CHARLES H. COOLEY, University of Michigan
C. L. CORY, University of California
HENRY W. FARNAM, Yale University
ALBERT PARKER FITCH, Amherst College
GUY STANTON FORD, University of Minnesota
LAURENCE FOSSLER, University of Nebraska
JAMES W. GARNER, University of Illinois
F. H. GIDDINGS, Columbia University
CHARLES H. HULL, Cornell University
VERNON L. KELLOGG, Leland Stanford Jr. University
GILBERT N. LEWIS, University of California
R. M. McELROY, Princeton University
LOIS KIMBALL MATHEWS, University of Wisconsin
SHAILER MATHEWS, University of Chicago
C. E. MENDENHALL, University of Wisconsin
JULIA E. MOODY, Wellesley College
HENRY R. SEAGER, Columbia University
W. T. SEDGWICK, Massachusetts Institute of Technology
PAUL VAN DYKE, Princeton University
W. H. WELCH, Johns Hopkins University
GEORGE C. WHIPPLE, Harvard University
JOHN H. WIGMORE, Northwestern University
ERNEST H. WILKINS, University of Chicago
ROBERT M. YERKES, University of Minnesota
A. A. YOUNG, Cornell University
CHARLES H. HASKINS, *Chairman*, Harvard University

Since the appointment of the committee in December the time has not been sufficient for the preparation of any formal report, particularly as it has been impossible to consult the members of the committee now abroad. The subject, however, is a pressing one, and the chairman has taken it upon himself to draw up certain immediate suggestions, with the assistance of such members of the committee as could be reached.

It seems clear, in the first place, that this committee should not seek to duplicate the work of other agencies, whether national, local,

or professional, and as existing organizations seem adequate for most purposes, the most immediate opportunity for the committee appears to be as a body for the interchange of information and suggestions among members of the Association. Comment by any member may be sent to the Chairman at 23 University Hall, Cambridge, Mass. Meanwhile the following points may be noted:

1. *Work as Specialists.* The most obvious form of patriotic service for a university professor lies in the direction of turning his specialty to account in some direct and immediate way. Work of this sort was early organized in most subjects, good examples being the National Research Council with its various committees, the National Board for Historical Service, the movement among teachers of French for instruction in the army cantonments, and the Engineering Council organized by the several engineering societies. Professors who have something of this sort to contribute have only to enter into correspondence with the organizations in their respective fields. In fields which have not yet been organized in this way, an opportunity exists for forming such departmental organizations.

2. *General Work for National and Local Organizations.* Professors, like other citizens, and often in more special ways, can help in the work of the great war organizations, such as the Red Cross, the Food Administration, the Y. M. C. A., the Knights of Columbus, the Young Men's Hebrew Association, the agencies for the promotion of war loans and war savings, and the state and local Councils of Defence or Public Safety. Those who have special capacity and opportunity for any of these forms of service can easily get into touch with the appropriate state or local headquarters. Most of these organizations need speakers, either for the advancement of special campaigns for money and public co-operation, for the various kinds of educational work in the training camps, or for the general work of information and enlightenment of the country in relation to the war by lectures before schools, teachers, and commercial, civic, and social bodies. Many professors have special capacity for speaking of this sort and can carry it on without giving up their regular academic duties; for certain kinds of work women as well as men are needed. The Committee on Public Information (15 Jackson Place, Washington), besides preparing and distributing through its Educational Division important volumes of use to speakers on the war and to teachers, has a Speaking Division; this has recently recommended that the speaking forces of each state be co-ordinated

by the formation of a Speakers' Bureau under the State Committee of Public Safety. The National Security League has established a special service for speakers under its Educational Director, Professor R. M. McElroy, 31 Pine Street, New York City. Information respecting speaking and teaching at training camps in conjunction with the Y. M. C. A. can be obtained from Mr. Robert M. Russell, Jr., 124 East 28th Street, New York City, or from the educational secretaries at the several cantonments, who welcome volunteers from neighboring colleges. Inquiries concerning the teaching of modern languages in cantonments may be addressed to Professor Ernest H. Wilkins, University of Chicago. For all these purposes the formation of one of more local committees in each college or university is desirable.

3. *Responsibilities as Members of the Academic Community.* For obvious reasons, professors are well qualified to stand as exponents of the simple life in their communities at a time when wise economy has become an imperative national duty. It is suggested that this influence for simplicity should be exerted at academic functions and in the social gatherings of students, without interfering with rational social life and hospitality; and that strong efforts be exerted to cut down the travel, expense, and waste incident to intercollegiate athletic competitions.

4. *Problems of Education.* Besides these forms of direct action, local chapters and individual members of this Association ought to consider the problems of educational readjustment growing out of the war. Such, among others, are:

a. The securing of a supply of students sufficient to replace those who are withdrawn for war service. One member of the committee suggests that the program for ships might well be followed here—three new ones for every one lost!

b. The relation of college work to the minimum age for the draft and to the problem of general military training.

c. The maintenance of academic standards for degrees against the effort to substitute credits for various forms of extra-university activity.

d. The need for broader and more thorough training for the various expert forms of national service after the war.

e. The extension of the opportunities for the advanced and professional education of women so as to meet the increased demand for women's service.